

St. Catherine University

**SOPHIA**

---

Master of Social Work Clinical Research Papers

School of Social Work

---

5-2012

## Motivation and Retention Strategies for Reaching Volunteers across Generations

Stephanie McCabe  
*St. Catherine University*

Follow this and additional works at: [https://sophia.stkate.edu/msw\\_papers](https://sophia.stkate.edu/msw_papers)



Part of the [Social Work Commons](#)

---

### Recommended Citation

McCabe, Stephanie. (2012). Motivation and Retention Strategies for Reaching Volunteers across Generations. Retrieved from Sophia, the St. Catherine University repository website:  
[https://sophia.stkate.edu/msw\\_papers/121](https://sophia.stkate.edu/msw_papers/121)

This Clinical research paper is brought to you for free and open access by the School of Social Work at SOPHIA. It has been accepted for inclusion in Master of Social Work Clinical Research Papers by an authorized administrator of SOPHIA. For more information, please contact [amshaw@stkate.edu](mailto:amshaw@stkate.edu).

# Motivation and Retention Strategies for Reaching Volunteers Across Generations

MSW Clinical Research Paper

Submitted by Stephanie McCabe

May 14, 2012

MSW Clinical Research Paper

The Clinical Research Project is a graduation requirement for MSW students at St. Catherine University and The University of St. Thomas School of Social Work in St. Paul, Minnesota and is conducted within a nine-month time frame to demonstrate facility with basic social research methods. Students must independently conceptualize a research problem, formulate a research design that is approved by a research committee and the university Institutional Review Board, implement the project, and publicly present their findings. This project is neither a Master's thesis nor a dissertation,

School of Social Work

St. Catherine University and The University of St. Thomas

St. Paul, Minnesota

Committee Members:

David J. Roseborough, Ph. D., LICSW (Chair)

Christopher Barger, LICSW

Heather Broadwell Lincoln, LGSW

## **Abstract**

While volunteer recruiters seek to better understand motivation and retention strategies throughout nonprofit settings, business literature provides an understanding of generationally significant motivation strategies. Along with traditional motivational theorists, this study focused on what methods best motivate and retain volunteers across an intergenerational perspective in nonprofit settings. By conducting interviews and using sensitizing concepts from business and traditional motivational theories, this research examined how best to motivate and retain volunteers from the Y, X, Boomer, and Senior generations. Study findings suggest the importance of attunement to generational motivation factors for initial recruitment and the importance of traditional motivational theories for retention of volunteers.

## **Acknowledgments**

I would first and foremost like to thank my committee members:

David Roseborough, Ph.D., LICSW (Chair)

Christopher Barger, LICSW

Heather Broadwell Lincoln, LGSW

I would also like to thank my family and friends for their continued support through this process. Your love and encouragement has made this journey possible.

To the ladies of Aging Services for Communities, the staff at the Minnesota River Area Agency on Aging, and the many volunteers that support these organizations and those throughout our great communities, thank you for all you do – your work is a blessing from God!

Finally to Anne, Ben, Carmen, Danielle, Jeanette, John, Mary, and Q – we did it! I don't know how, but I am pretty sure the laughter we shared had something to do with it.

Thank you to all for your support throughout this journey!

## Table of Contents

Introduction.....	6
Literature Review.....	9
Volunteer History and Theory .....	9
Intergenerational Differences.....	15
Generational Motivation and Retention.....	20
Research Question .....	26
Conceptual Framework.....	27
Methodology .....	29
Research Design.....	29
Sampling .....	30
Protection of Human Participants .....	30
Data Collection .....	32
Data Analysis .....	32
Strengths and Limitations .....	33
Results.....	34
Generational Motivation and Retention .....	35
Intergenerational Differences.....	35
What’s motivating Generation Y? .....	37
Is this going to be a skill I can transfer – Generation X .....	38
Boomers – Loyalty and Personal Fulfillment .....	39
Seniors – Keeping Themselves Busy.....	40
Traditional Volunteer Motivational Theory.....	41
Traditional Motivational Theory.....	41
What does volunteering mean to you?.....	43
It’s Fun!.....	45
Surrounded By Good People .....	46
Giving Back – Recognition Via The Smile .....	46
Discussion.....	48
Summary of Findings.....	50
Implications for Practice .....	51
Limits of the Study.....	52
Strengths of the Study.....	53
Conclusion .....	53
References.....	55
Appendix A.....	61
Appendix B .....	62

## **List of Tables**

Table 1. Summary of Generations .....	15
Table 2. Summary of Generational Values.....	35
Table 3. Summary of Traditional Motivational Theories .....	42
Table 4. Volunteers Responses to “What Does Volunteering Mean to You?” .....	43

According to the National Center for Charitable Statistics (2009), currently there are over 1.48 million organizations that filed and were deemed tax-exempt and therefore considered non-profit organizations. This does not include those making less than \$5,000.00 a year or religious congregations that do charitable work. Considering the breadth of the non-profit sector in conjunction with the current economic climate including continued cutbacks, layoffs, shrinking organizational budgets, and a steady increased need for services; the work that volunteers provide to non-profit organizations is essential to the wellbeing of our communities and society. Volunteering in America today is big business, and growing.

According to the Bureau of Labor Statistics 2010 report, the average volunteer provides 52 hours of service a year. When considering those donated hours in terms of dollars, the results are astounding. Figures from 2006 value the worth of services provided at over \$239 billion dollars. This figure is based on data collected from 2006 demonstrating that over 25 million Americans donated an average of five hours of volunteer service a week (Independent Sector, 2006). Phillips and Phillips (2010) highlight, “the expanding need for volunteers coupled with the low exit barriers associated with volunteering makes the study of volunteer motivation both timely and important”. As non-profits continue to reach deeper into the proverbial pockets that fund their services (i.e. grants, government funds, private donors), the understanding of how to best conserve those limited funds by motivating new volunteers and retaining those that they currently have will continue to evolve and expand.

While it is clear that volunteer service within the non-profit sector is essential to both the functioning of the organization at hand as well as our greater society, little research has actually been conducted on the topic. Most literature surrounding the understanding of motivation and retention comes from the business sector. While this information is beneficial in understanding business strategies, it may not be as applicable to human service organizations based on the nature of volunteerism itself. Successful human service directors, managers, and volunteer coordinators may utilize a specific set of skills to motivate and retain their volunteer base but the depth of knowledge it takes to manage the various talents and skills of a volunteer goes far beyond what is typically taught through any coursework. It is human nature to seek recognition for one's contributions, and while this sentiment is continually expressed in the literature, human service organizations struggle to realize that symbolic rewards are often stronger incentives than monetary rewards (Phillips & Phillips, 2010). Unlike those in the business sector, volunteers have emotional expectations surrounding their work and when these expectations are met with positive feedback through a variety of sources, the likelihood of retention is increased (Barraza, 2011). However, it is important to note that much like business, volunteers are intergenerational and therefore unique in the delivery of that positive feedback. To understand volunteer motivation and retention, both an individual and intergenerational lens are essential to human service directors, managers, and volunteer coordinators.

While more literature has come out in the past ten years (Lancaster and Stillman, 2002; Wong, Gardiner, Lang, and Coulon, 2008; Piktialis, 2008; Bolton, 2009) most of the research focuses solely on principles for the business sector. Therefore, more



information is needed that contributes to the volunteer sector and non-profits specifically. To ignore or skim the issue of intergenerational differences is a disservice to an organization. Different generations are often considered different cultures, and therefore these culture clashes within the workplace directly affect communication barriers, effective leadership, and ultimately turnover. As Lancaster and Stillman (2002) note, companies need to start preparing for a mass exodus of know-how from aging generations. Despite economic struggles across America, there will still be a smaller pool of talent of skilled workers to choose from to replace those who retire, and of those that are hired, the majority will have a unique set of values and expectations. While literature has primarily focused on this trend, resulting in a lack of skilled workers within the business sector, the impact is likely to disseminate into the non-profit sector as well as demand for workers may reduce the time and energy that volunteers have to devote to volunteer activities. Therefore the time is now to understand just what to expect from the generations to come, and how best to manage an organization created with four unique generations.

There is far too much talent in each generation to not utilize it; however an understanding of how best to motivate and retain that talent is essential to the future of the American workforce and more importantly the nonprofit sector. While business has taught us that understanding and utilizing intergenerational motivation and retention strategies is necessary, disseminating these concepts throughout the non-profit sector is essential to building a stronger volunteer base to provide the essential work that is accomplished now and into the future

## **Literature Review**

### *Volunteer History and Theory*

Volunteering can be defined as the act of people coming together to assist one another with no expectation for payment or direct reward. The concept of volunteerism as one expression of altruism has long been part of the human race. As we have evolved from a hunter-gatherer society humans have continued to utilize individual's specific talents for not only themselves but also the good of those around them, encompassing the concept of community. Reference to volunteerism can even be found throughout biblical texts. As Mark 10:45 reads, "For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many" (New International Version, 1984). And in another reference from Philippians 2:4, readers are told humankind shall "not (be) looking to your own interests but each of you to the interests of the others" (New International Version, 1984). While it is clear that the spirit of volunteerism has always been a part of society, the concept of what it means to volunteer has continued to evolve and expand.

It should be no surprise that the history of volunteerism in America is one that is rich in spirit with a sense of community. According to the Point of Light Foundation *Volunteer Centers: A History of America* (Point of Light Foundation, 2005) in 1736, Benjamin Franklin began the first volunteer firefighting company bringing together community members to protect and serve one another and from 1775 – 1783, and revolutionary war volunteers organized boycotts of British products to collect funds to support the war efforts. This spirit continued among Americans into the 19<sup>th</sup> Century as

The Great Awakening, a time of religious revival in the United States led students of the era to participate in community work through various religious groups. This spirit continued as the first YMCA opened in 1857 at the University of Michigan, and Ladies' Aid Societies formed in the 1860's to create items that helped soldiers fight in the Civil War.

In 1881, one of the largest and most progressive volunteer organizations was established by a Miss Clara Barton. After returning from a trip to Europe and being inspired by the Swiss-inspired International Red Cross movement, Clara began the American Red Cross. Initially providing relief efforts both domestically and internationally, the Red Cross grew to provide military assistance and national disaster relief (Point of Light Foundation, 2005).

The 1880's also included the establishment of another hallmark of American volunteerism, The United Way. Created as an effort to collaborate social welfare programs in the Denver, Colorado area, the United Way came together to collect, organize, and distribute much needed funds to the community ultimately building a momentum that grew beyond Colorado. The community service trend continued into the 1900's with the creation of the Rotary Club, Kiwanis, Lions Club, and the Volunteer Bureau of America.

The economic upheaval of the Great Depression again brought about a whole new concept of volunteerism. With the advent of soup kitchens and bread lines to address the overwhelming demands of unemployment and poverty of the time, the concept of volunteer bureaus became a national movement that sprang up in many cities throughout the country. The demand for individuals to take care of their own communities was now

present more than ever, and continued to grow as the United States entered World War II. As civilians were being asked to assist in defense-related activities, the concept of what it meant to volunteer expanded once again.

The 1950's – 1990's brought more formal organizational movement in the volunteer sector. As the concept of management moved simply from business to non-profits, volunteer organizations took on a more organized role. Government directed volunteer organizations were also formed during this period, ultimately changing the concept of what it means to be part of a community once again (Point of Light Foundation, 2005). While the concepts have changed throughout the years, volunteering continues to center on community and providing a service for the greater good. The Twin Cities, Minneapolis and St. Paul, Minnesota, recently ranked first in a national survey of large metropolitan area residents in terms of volunteerism. In the Twin Cities, over 37% of residents report volunteering regularly. While the rate of volunteerism has declined nationally, going from 26.8 % to 26.3% in the last few years, the number of hours contributed remains the same, meaning that those who remain involved are doing so at an increased rate, to the tune of 8.1 billion national hours annually (St. Paul Pioneer Press Editorial, 2011).

When considering these statistics, it would be no surprise to assume that at one point in our lives, nearly everyone has volunteered for one cause or another, with some committing to organizations and causes more regularly than others. While individual reasoning for volunteering may be different based on personality or circumstances generally speaking, when people volunteer they donate time and energy to something because they believe in the organization, the individual, or the outcome. While most do

not think about the service they are providing in terms of dollars saved or hours produced for a given organization, most generally volunteer because it makes them feel good and they want to help. The desire to connect with others in the community and coming together for a common good may be central to the concept of volunteerism, yet there are several motivational theorists who would argue there are many different reasons why people volunteer, and simply doing “good for others” is not even the main reason why individuals volunteer.

One of the main theorists to consider when understanding volunteer motivation is Abraham Maslow. Maslow created a system he referred to as a hierarchy of needs, which breaks down several components of human needs to understand why humans behave in any particular way. As Maslow highlighted, the most emphasized component of the hierarchy is self-actualization, a need that can not be obtained without fulfilling lower needs such as self-esteem, love and belongingness, safety and security, and physiological needs such as food, sleep, and shelter (Herzberg, 2003). When primary needs have been met, humans seek to move up the pyramid of needs in order to self-actualize or gather an understanding of the world and their place in it. As individuals volunteer they are meeting many of the needs in Maslow’s hierarchy and therefore are not only providing a service to others but benefitting themselves as well. As Herzog, Franks, Markus, & Holmberg (1998) explain, “Volunteering provide(s) an opportunity ... to validate the self-perception that “I am competent” and to sustain their (volunteers’) self-esteem” (p. 610). As adults begin to self-actualize, they may seek opportunities to fill these needs for validation and competency; volunteering may be an ideal source to fulfill these needs.

In addition to validating self-perception and sustaining self-esteem, one could argue that many volunteer organizations, including early American organizations such as Franklin's volunteer firefighter force, not only served needs for the self-esteem and validation of the individual but also served to reach some of the basic needs by providing the community a sense of security and maintenance of shelter. In yet another example, when the United Way came together, it took funds that were available and simply managed them to spread the wealth, providing the community with basic needs such as food and clothing. Though volunteer motivation serves the provider, it also supplements a community need.

Another important theorist is Tulgan (1996), Tulgan argued that the best way to motivate is not to provide incentives such as money, more hours, or other economic benefits but rather by creating an atmosphere of respect within a unified team that still allows individual group members to develop and utilize their unique talents and abilities. Tulgan, like Herzberg, found that motivational factors are more intrinsic in nature, meaning that supervision, relationships within the group, and interpersonal growth are greater incentives than work conditions, status, or security (Lee, 2007).

Peter Drucker, a scholar of business management and an early advocate of non-profit business management strategy, highlighted his theory on volunteer motivation. As Drucker (2001) suggested,

“These people (volunteers) are not satisfied with being helpers. They are knowledgeable workers in the jobs in which they earn their living, and they want to be knowledge workers in the jobs in which they contribute to society – that is, their volunteer work. If nonprofit organizations want to attract and hold them, they have to put

their competence and knowledge to work. They have to offer meaningful achievement “(p. 45). Both Drucker and Tulgan would agree that there is more to volunteering than giving a simple task and a meaningless reward. If volunteers of today are taking the time to contribute, they want it to be satisfying.

McGregor, another motivation theorist found that only teamwork and collaboration between management and subordinates allows for success due to the fact that supportive cultures and rewards systems ensure that people do not regress to individualism but rather continue to act as a unified whole (Attew, 2000). McGregor’s theory aligns with those previously mentioned in that there is more to volunteering than a simple job; it is about growth and opportunity.

Of course, many other theorists have an understanding of volunteer motivation and retention but these main figures continued to be referenced throughout the most current literature. To summarize the theorists, the important principles of group function, utilizing volunteer’s special skills, providing meaningful opportunities, and communication are essential to motivating and retaining volunteers. However, it is important to consider that while these theories rest generally on the broad concepts of motivation and retention there are many more that seek to understand intergenerational discrepancies (Moody, 2007). While the concept of intergenerational or targeted advertising is not new, it is not often thought about as a factor for recruiting volunteers. However, it is a disservice to the nonprofit sector not to utilize research from generational motivation factors of the business sector and apply it to nonprofits. To successfully utilize these strategies, one must understand the basic, yet often confusing differences among the generations.

### *Intergenerational Differences*

According to Wong, Gardiner, Lang, and Coulon (2008), there has been a recent proliferation of popular literature focusing on the need to work with, engage, and manage intergenerational difference, surrounding the belief that there are unique differences in values amongst generations. The failure to address these differences can lead to misunderstanding, decreased productivity, and general conflict in the workplace. As Clare (2009) highlights, there has been a 30% increase in workers 55 and older, with only a 1% increase in workers age 25-54 in the last decade. Since individuals from the Baby Boomer, X, and Y generations make up nearly 92% of the workforce (Labor Force, 2007) and more of the older workers, including those Baby Boomers that are reporting to younger and younger supervisors, the potential for resentment increases as older generations may perceive younger managers to be informal, disrespectful, and even lazy (Piktialis, 2008) based on their different generational values.

Seniors	Boomers	Generation X	Generation Y/Millennials
1929-1945	1946-1965	1966-1980	1981 – onwards

Table 1 – Adapted from Lancaster and Stillman

To understand why these beliefs occur, one needs to understand what defines a generation and how historic events have shaped these varying values. Though there is some debate as to the exact years that define the definition of a particular generation, it is



commonly understood that the Senior generation, also known as the Silent, Traditionalists, or Veterans are those individuals born between 1929-1945. The concept of intergenerational differences suggests that each generation's values are shaped by significant events that occurred during their primitive years, which for the Seniors includes the Great Depression and World War II. Because of these significant events, Seniors are often characterized as highly conservative, hardworking, and respectful (Durkin, 2004). They are seen as team players and embrace traditional values compared to the younger generations (Lockwood, 2004). It is estimated that there are over 63 million Seniors in the United States today. The majority of Seniors view retirement as a well-earned reward and look forward to the days when they never have to punch a time clock again. They've had to work very hard for everything that they have and they want to leave a legacy (Lancaster and Stillman, 2002). As Lancaster and Stillman highlight, Seniors or Traditionalists have a deep sense of personal responsibility toward their place of employment. However if they do find themselves retired for one reason or another, nonprofits would be primed to utilize the loyalty and talent of this generation. Seniors offer a depth of potential in the knowledge that they can bring to an organization.

If management and volunteer coordinators alike are willing to be flexible with Seniors schedules and needs, allowing them time for retirement they can 'recareer' these individuals, meaning they can be utilized as leaders, mentors, and trainers (2002). Smart nonprofits can help Seniors realize that it is never too late to start a new journey, and that even in volunteer positions they can embark on a new and exciting learning experience while using the invaluable lessons they have learned along their career paths (Lancaster

and Stillman, 2002) thus benefitting the company and providing Seniors with the fulfillment retirement may be lacking.

The Baby Boomers, also known as the Love, Me, or Thirteen Generation were born between 1946-1965. Having grown up with an economic boom, women's liberation, and the civil rights movement, they developed values significantly different from the Seniors. Baby Boomers have been characterized as the hands-on generation. Having grown up with a healthy economy and rapid growth in the U.S. business market, Baby Boomers were taught to challenge and thus altered the concept of the 40-hour workweek (Lockwood, 2004). Baby Boomers have also been characterized as having an unyielding sense of loyalty to their employers and expecting the same respect in return (Durkin, 2004) while also valuing personal fulfillment and working efficiently (Hammill, 2005). It is estimated that there are over 78 million Boomers in the United States. Baby Boomers are known for their perceived optimism and innovation in the workplace. They tend to value logic, persuasion, and protocol. Growing up in a competitive environment where one had to be the best to get ahead, Boomers have typically sought out opportunities that could provide them a stellar career, one that challenges them and sets them apart from the rest of their millions of counterparts.

Generation X, also known as 'Latchkey's, Slackers, or Xer's were born between 1966 and 1980. This generation grew up with the Cold War, personal computers, and era of The Challenger; Generation X is often thought of as the "middle child" generation. The events of this generation instilled an assertive nature like no other generation. Gen X'ers typically have a confident nature and seek to distance themselves from earlier generations as a way to increase independence. They are innovative in their work and

also find the work-life balance incredibly important (Appelbaum, Serena, & Shaprio, 2005). After watching their Baby Boomer parent's work and value loyalty only to be laid-off, Gen X has learned to value self-reliance, structure, and elimination of tasks (Kupperschmidt, 2000). Gen X'ers grew up with the advent of 24-hour media, which not only provided them with the most up to date information but in doing so, exposed every model, celebrity, and potential hero as far too human to be heroic, therefore continuing the value of skepticism amongst the generation. X'ers put more faith in their potential than they do any other person or organization and because of this, they are often looked down upon by older generations as disloyal. Gen X'ers often want to build a career that is portable, which includes the use of nonprofit volunteer opportunities as career builders and often, stepping stools onto the next adventure. However, despite this, this generation does seek stability. Therefore, if a nonprofit can manage to invest in the Gen X'er, they will often return those profits back. It is estimated that there are 48 million Xer's in the U.S. today and while this generation tends to prefer things at a high-speed pace, volunteer coordinators would be wise to be patient with X'ers and give them the time to become truly competent in what they do (Lancaster and Stillman, 2002).

Lastly, Generation Y, also known as Gen Next, Millennials, and the Next Generation were born after 1981. Significant major events for Generation Y include the technology boom, global warming, and 9/11. It can also be argued that Generation Y continues into the children born through 2011 however, the literature is limited for individuals born after 2000 simply because they are not in the workforce and still in their formative years (Bolton, 2009). While Generation Y is difficult to describe because of the limited nature of the data collected, what has been studied has shown that this

generation is, as a group, highly intelligent, possesses high confidence, and is more globally aware than any other generation. Gen Y's are generally accustomed to busy schedules and a demanding lifestyle through both work and play. Older generations have felt challenged by Gen Y's putting friends and family above work, which has sometimes caused intergenerational tension. Typical of Gen Y is also the need for structure and adaptability both in the workplace and through technological advances (Hammill, 2005). Millennials are known to be the most realistic of all the generations. While they are still learning, they are already some of the most skilled and creative workers. They have often been included on the day-to-day business of their home life when growing up so it only makes sense that they are ready to negotiate when it comes to the workplace and their volunteer positions. They are able to multitask better than any other generation and often, due to their busy upbringings, prefer to practice multiple projects at once.

It would be wise for nonprofits to utilize this skill and train Millennials not only in one area of the organization but include them in all aspects. Not only will this help to maintain their attention span but it will also help deepen their relationship with the company. Experts predict Millennials to come to the workforce with the same level of loyalty as the Seniors, if only they do not find themselves bored by the work (Lancaster and Stillman, 2002).

Many have questioned the accuracy of the timelines that surround each generation. There is debate as to what time periods actually make up each generation, with some researchers claiming up to a ten-year difference than the model suggested for this paper (Tulgan and Martin, 2001). Though alternative research may define a specific generation differently, the above model has been chosen due to the fact that it appears to

be most definitive of the literature reviewed. It is also important to note that others have gone so far as to reject the concept of generations altogether (Jorgensen, 2003); arguing that while the concept is accepted in popular literature there is little empirical evidence to actually support such a claim. These alternative viewpoints are essential to the research. To truly understand volunteer motivation and retention strategies one has to consider the breadth of viewpoints that the literature presents, even with the grounding theories of generational influence.

Miller (2006) reported in a survey measuring generational career differences that 73% of employers believe that it is important to create an environment where employee development was encouraged across all generations, while only 49% of employees believed that such work environments actually existed. Supervisors are continually challenged by the diversity of motivations between generations and while much data has been applied to the business sector, the same challenges hold true for any non-profit or service organization that seeks to motivate and retain an intergenerational volunteer base (Bolton, 2009).

### *Generational Motivation and Retention*

While it is clear that there are differing values between generations, the question becomes why acknowledging these differences and therefore marketing to motivate each generation differently is so important. Once nonprofits understand this, the question then becomes how to motivate each generation uniquely in order to secure the volunteer base that is needed, and will be growing in the future. Again, keeping in mind the overarching theories of motivation in conjunction with intergenerational values, the concept of

motivational marketing can be quite complex. As American companies experience hiring challenges, difficult communication, and ultimately lowered morale, there is no better time than now to implement new strategies (Lancaster and Stillman, 2002).

According to The Center on Philanthropy at Indiana University, Campbell & Campbell (2008) to secure the most funding for the non-profit sector, organizations had to appeal to the values of the generations from which they were seeking funding. Generation Y, as a group had the most desire to make the world a better place and preferred targeted giving, but was overall the least likely to actually give. The researchers deduced that this could be because they were the youngest and least affluent of the generations. Generation X generally expressed concern about accountability and perceived that marketing campaigns were geared towards them directly, which they resented. Baby Boomers expressed that they wanted to know exactly where their donations were going and how it would be used, while Seniors were generally more likely to give to religious organizations overall. While this study applied to the financial giving across generations, the same concept can apply to the donation of time. When seeking volunteers for a non-profit, it is important to consider what appeals to specific generations and how the positions that non-profits are looking to fill can best be matched with potential volunteers.

Kovacs and Black (2000) examined volunteer motivation in older adults. As they explained, older adults (Seniors) present a unique set of talents that can be utilized within the non-profit sector along with a typically greater amount of time to donate following their retirement from full time work. As Fischer, Mueller, and Cooper (1991) explain,

older adults want to find meaning in their day to day lives and want to have something to “keep themselves busy”, and volunteering can fill that void.

As Mori (1990) highlights, few individuals seek out volunteer positions themselves. Mostly volunteering happens by accident or through motivation at the suggestion of family and friends. This is important knowledge to have because again, if non-profits can market volunteer opportunities in a way that is going to inspire older adults with their typical team player attitudes and more traditional values, these organizations are going to be able to tap an important and diverse group of potential volunteers. As Lancaster and Stillman note, one employer that they worked with sought out Seniors by recruiting at churches, community centers, and senior organizations. As they suggested, if you want to motivate Seniors, go to where they are already at: a simple concept but one that escapes many volunteer coordinators and managers from younger generations who may simply advertise in papers and online.

Once volunteer coordinators and managers have motivated Seniors, the best way to retain them is to quietly praise them. While every generation appreciates praise, Seniors typically feel that their contribution through work was incentive enough; however it has been observed that a little praise with Seniors goes a long way. It has been suggested that a big display of appreciation or constant contact with Seniors may actually discourage them from further participation (Lancaster and Stillman, 2002).

Baby Boomers are another group that has significant potential for the volunteer sector. According to Barraza (2011), volunteers who find that “volunteer identity” within an organization are much more likely to remain. When Boomers have a sense of importance and belonging, as well as a chance to develop friendships, share experiences,

communicate, and develop support groups on their own time, they are more likely to volunteer (Galiette-Skoglund, 2006). When organizations allow for “reciprocity talk” or conversations where volunteers can talk about how much they are getting from the experience, it enhances their enjoyment and increases the potential for their retention.

As Boomer’s values of personal fulfillment are met through the volunteer identity, their loyalty can often keep them invested in the organization. As Lancaster and Stillman (2002) highlight, Boomers want to be challenged in their work, whether that be within their careers or through their volunteer work. Volunteer coordinators and managers would retain the most Boomers if they used a strategy that included challenges that allowed them to take the next step in their lives and careers. However, as Boomers age and reach a new stage of their lives, they are described as becoming less and less interested in earning and moving up the career ladder and more interested in finding opportunities that allow them to find satisfaction and fulfillment.

Many Boomers also appreciate projects that put them in the limelight and showcase their unknown talents. While growing up, Boomers had to be unique to make their impact on the world and their desire to showcase their individuality continues into their careers and volunteer experiences. They tend to appreciate displays of affection, which can be as simple as highlighting their work in the company’s quarterly newspaper or presenting them appreciation at training opportunities and meetings. All in all, Boomers appreciate public recognition of their work more than any other generation.

Marotta and Nashman (1998) studied motivation of Generation X’ers and discovered that these individuals keep family and work life in perspective so much so that they may actually be unwilling to sacrifice their family and friends time for any



organization. Also discovered was that Gen X volunteers may want to work with people rather than for people, and that the exchange or giving and receiving aspect of volunteering is important to them. Again, the most salient discovery was that Generation X'ers will not, as a rule, compromise their family and friends for work and therefore motivational marketing is going to be vastly different for this cohort than the rest. As Lancaster and Stillman (2002) highlight, Gen X'ers are now 46-million strong in the American workforce today, and they primarily want flexibility in their work and volunteer activities.

More so than any previous generation, X'ers tend to be skeptical and feel that too many products and services are marketed towards them. They have seen failure of institutions that were once considered secure. Authors suggest the best strategy to motivate and retain this generation is to provide them with learning opportunities that will be transferable to whatever position or opportunity that may come next, and once you have a Gen X'er in the door; only praise them if you mean it. According to Lancaster and Stillman, the skepticism attributed to them lends them to a potentially heightened "BS-O-Meter" (pg. 273), or in other words, a heightened sense of skepticism. However if you do truly appreciate the work that they are doing, they will be very pleased with your praise and efforts to work with them through a flexible schedule and workload (Lancaster and Stillman, 2002).

Lastly, is the perception that Generation Y volunteers are still in the educational process and thus much of their work with non-profits is motivated by parents, adults, or as part of a class project (Andersen, 2003). Therefore retention of Gen Y is primarily affected by distance and time. As students move or take on more responsibilities they are

less likely to be able to donate the time and energy that they once did before to a given organization but would be willing to volunteer if it fit to their schedules, highlighting the loyal nature of this generation. Andersen highlights how there have been conversations to implement a system of virtual volunteering, such as entering data or doing friendly visits via Skype, for later generations in order to tap into those volunteers that are dedicated to a non-profit but because of proximity or time concerns may be limited on what they can do during the typical business hours.

The concept of recycling Gen Y or Millennial volunteers, or reusing talents and skills across positions and organizations, is new to many organizations, including non-profits. Because of their mobile nature, many Millennials may be with an organization for only a short period of time. However, this can be seen, it is suggested, not as a liability to a nonprofit but rather an asset. Even if this generation is not part of an organization long term, a volunteer setting may provide them with an important skill set they will take to their next venture. Thus, recycling talent in the larger sense and providing skills that can be used even outside of a given organization. It has been predicted that Millennials may have the same level of loyalty as Seniors, and thus an employer or volunteer coordinator may never be sure when an educated Millennial will return to your organization again. Training this workforce to be tomorrow's multitasking workers would be an asset to society (Lancaster and Stillman, 2002). Important to also note is that Millennials highly appreciate frequent praise and affirmation, not only because they are still in the learning process and want to ensure that they are on the right track but having grown up with the ability to stand by their parents side and make important family decisions, they may want to be assured that they are heading in a

successful direction, seeking this assurance often. (Lancaster and Stillman, 2002).

Authors have concluded that volunteering is becoming more of an individualistic form of behavior, a shift from years past (Hustinx & Lammertyn, 2003). As non-profits reach out and look for more volunteers, the ability to tap into specific groups as resources has the potential to grow.

### *Research Question*

Previous research indicates that there are differing motivations behind volunteering that apply across all generations, and yet each generation holds specific values that they seek to meet through their work and volunteerism. Few studies have investigated how to take these intergenerational values and overall theories of volunteer motivation and apply them in non-profit settings. Based on the analysis of multiple themes found throughout previous research, this study will focus on and will ask: What strategies prove most successful in motivating and retaining an intergenerational volunteer base within a non-profit setting?

## **Conceptual Framework**

Team players, traditional values, and personal responsibility; logic, persuasion, setting oneself apart; personal potential, skepticism, technology; structure, adaptability, input; each generation has something that sets them apart from the next. Like unique cultures within the larger society, the theory of intergenerational differences presents itself as a framework for understanding motivation and retention strategies for volunteers of varying generations.

While many theories postulate the understanding of human motivation, Lancaster and Stillman's (2002) generational theory serves as the conceptual framework for this research in that it is set apart from other theorists such as Maslow, Tulgan, and Herzberg that consider traditional individual theories of motivation. Rather, Lancaster and Stillman see those born within a certain time period, or generation, as a culture within the larger society.

As Lancaster and Stillman note, each generation has its own "generational personality" (p. 14). Having experienced certain culturally significant events during the generation's formative years, these cohorts tend to share similar values that present unique talents and specialties but also challenges to employers and organizations attempting to initially motivate and subsequently retain individuals in employment settings.

While Lancaster and Stillman's research on motivation and retention has been applied to the workplace, this conceptual framework will be applied to a different type of work, volunteers in non-profit settings. Coding and themes will help to identify if the

concepts of Lancaster and Stillman's intergenerational motivation and retention strategies reach beyond the business world and apply to volunteerism as well, and if so, how.

## **Methodology**

### *Research Design*

This exploratory research sought to understand what strategies prove most successful in motivating and retaining an intergenerational volunteer base within a non-profit setting. The research specifically compared motivation and retention research from business literature to determine if similar themes were present in non-profit volunteer settings. Data were compared to Lynne Lancaster and David Stillman's intergenerational theory. As cultures tend to breed homogeneity, it has been argued that generations of individuals, or those born within a similar time period, have unique preferences in what motivates them. Based on values that were fostered surrounding shared cultural experiences during the formative years of each generation, the concept of adapting organizational reward systems to meet the needs of these varying generations with their unique values sets was understood in the context of motivating and retaining a volunteer base in non-profit settings. Specifically, this research was not a cause and effect model but rather sought to further the understanding of strategies to recruit and maintain a generationally diverse volunteer base.

The research sought to translate generational specific motivation and retention strategies from business settings to volunteerism, while generating an understanding of motivation and retention strategies across generations in order to utilize such knowledge to increase volunteerism rates in non-profit settings.

A qualitative research design using a semi-structured interview format was used. This researcher used twelve open-ended questions (see Appendix A).

### *Sampling*

The sampling for this research study included two adult participants who were current or former volunteers from each of the four dominant generations; Seniors, Baby Boomers, X'ers, and Millennials (also known as Y's). Initially two volunteer management professionals were to be interviewed to ground the data however, due to logistics, interviews with professionals were omitted. This addition to the research could prove useful to future studies. A total of eight in-person interviews were conducted, meeting target sample requirements.

Convenience and snowball sampling strategies were used. In order to reduce bias, none of the participants had or were volunteering in an organization that the researcher had volunteered at or oversaw volunteers at. To offset any sense of obligation to participate in the interview, volunteers were notified of the voluntary nature of the interviews both at initial contact and at the time of the interview. This researcher met with participants at the location of their choosing which included various coffee shops, restaurants, and private residences. Interviews were roughly forty-five minutes in length, with some lasting only 20 minutes and others lasting over one hour. Subjects were offered a \$5.00 cash incentive for their time however all participants either rejecting the cash incentive or asked that it be donated to a local nonprofit of the researchers choosing.

### *Protection of Human Participants*

The Institutional Review Board from the University of St. Thomas approved this research study prior to any data collection. Participants were advised that by

participating in the interview they were participating in the research. The consent form informed participants of their choice to volunteer for involvement in the study, confidentiality of information gathered, limited risks and limited direct benefit to participants, the purpose of the study, and contact information for this researcher (see Appendix B).

Participant's names and the agency that they are affiliated with were not included in the data collection analysis. Potentially identifying factors such as participants generation and the type of work they did as a volunteer were included but were de-identified to the highest degree possible to maintain confidentiality. Participants were informed that upon research completion in May of 2012, all data in the form of individual audio-recordings and word-processed files would be destroyed.

The population interviewed was not inherently vulnerable. It did not appear that the interview questions evoked any particular vulnerability in the participants. The research topic focused on the volunteer's perspective of motivating factors they had experienced working in non-profit settings as volunteers and was not in itself an emotionally difficult subject matter. Though the nature of the information being collected was not particularly threatening, participants were made aware that if at any time during the interview they wish to stop the process, any and all of the data already recorded would be promptly eliminated and would not be used in any form of research. None of the participants requested that their data not be used at any time during the research process.



### *Data Collection*

Data were collected through eight interviews with volunteers from varying generations. Twelve open-ended questions were asked. It was anticipated that themes would develop to support the hypothesis that each generation valued specific motivating factors. The interview sessions were semi-structured, allowing the interviewees to expand on their answers while still staying on task. The questions were not provided to interviewees prior to the interview, as to capture the most candid answer possible. It is noted that each participant was asked to provide a personal definition of volunteering in order to provide this researcher with a better understanding of each participant's personal understanding of the topic. Perhaps not asking participants this question would have altered the participants responses to later questions including what they considered to be a volunteer experience (whether this includes incentives of any kind). The average length of each interview was forty-five minutes. Data were collected through in-person interviews and audiotaped with the permission of each participant at the location of their choosing which included various coffee shops, restaurants, and participants homes. Though demographic information was not explicitly collected (besides generational affiliation), observational characteristics suggested participants were middle class, Caucasian, with a sampling of two males and six females.

### *Data Analysis*

Following the interview, the audio taped interview was transcribed into written text used for data analysis. Grounded theory was used to analyze the data. Through this

method, the researcher was able to use themes and codes from the transcripts to compare and contrast, as points of comparison with the literature review. Ideas from the literature review were treated as sensitizing concepts or start codes. The process for the data analysis was: interviews were listened to in their entirety, interviews were transcribed verbatim, coding was used to identify themes, and once themes were identified they were to be labeled, combined, and categorized.

### *Strengths and Limitations*

A significant strength of this research is that the information collected may add to the body of research that has not been highly studied. While similar themes have been found and developed in the realm of business, these concepts have not been frequently applied to non-profit organizations or the realm of volunteerism. This study could also be used for future work in the study of volunteer motivation and retention.

Due to a small sample size, the information gathered from this research is limited in its ability to be generalized. The sample population is also not representative of all volunteers or all aspects of the generations sampled.

## **Results**

The results of this study are a compilation of eight interviews completed with individuals who served as volunteers for various organizations throughout southern Minnesota. The eight respondents consisted of two individuals from each generation: Seniors (1929-1945), Boomers (1946-1945), Generation X (1966-1980), and Generation Y (1981-present). Six participants were female and two were male. The interviews were semi-structured around twelve open ended questions that each participant responded to. Each interview opened with the interviewees providing their interpretation of what they defined volunteering to be. Subsequent questions were asked to determine each individual's personal motivating factors for volunteering, possible incentives each interviewee received for their contributions, and their interpretations of motivating factors for others in their own generation as well as the three other generations that were being researched.

All of the respondents reflected on their current work as a volunteer as well and the path that led them to their current position, including past work with various other organizations. The focus of this research was to determine what factors motivated volunteers to become involved in an organization as well as what factors kept them coming back. Participants were also indirectly asked what factors led them to leave former organizations. This was asked to determine not only what works for retaining volunteers but to better understand what organizational factors may have been detrimental to retention of the participants. Themes were identified through transcription review and by using sensitizing concepts. The sensitizing concepts for this research were developed through a comparison of traditional motivational volunteer theory based on the

work of Maslow, Herzog, Franks, Markus, and Holmberg, Tulgan, Drucker, and McGregor, and generational theory based particularly on the work of Lancaster and Stillman, Durkin, Piktialis, Lockwood, and Hammill. This research sought to understand if generational theories that are primarily based on business literature applied to the work of volunteering, and if so, in what ways.

## **Generational Motivation and Retention**

### *Intergenerational Differences*

As the literature review emphasized, the concept of intergenerational differences has gone beyond the basics of research and has proliferated popular culture. While much of the research applies to the business sector, this research project sought to understand if the same principles applied to the work of volunteering. Below lies a brief synopsis of the generations, significant events that have affected each generation's worldview, and a description of some values often associated with the individual generations.

Seniors 1929-1945	Boomers 1946-1965	Generation X 1966-1980	Generation Y 1981 - present
Also known as:	Also known as:	Also known as:	Also known as:
The Silent generation, Traditionalists, or Veterans.	Love generation, Me, or Thirteeners	Latchkey's, Slacker's, X'ers	Gen Next, Millennials, and the Next Generation
Significant events of the generation include:	Significant events of the generation include:	Significant events of the generation include:	Significant events of the generation include:
The Great Depression and World War II	Economic boom, women's liberation, the Civil Rights	Cold War, personal computers, increased	Technology boom, global warming, 9/11

	Movement	media, and Era of The Challenger	
Values include:  Highly conservative, hardworking, respectful, team players that embrace traditional values. Deep sense of personal responsibility  Seek volunteer opportunities to keep themselves busy and appreciate quiet praise	Values include:  Hands-on work, challenging concepts, unyielding loyalty, personal fulfillment, working efficiently, logic, persuasion, and protocol.  Seek volunteer opportunities that provide a “volunteer identity”. Appreciate praise and attention	Values include:  Assertive nature, confidence, independence, innovation in work, a work-life balance, self-reliance, structure, and elimination of tasks  Seek volunteer opportunities that offer skills that will transfer to their work and personal lives	Values include:  High intelligence, confidence, global awareness, full schedules, structure, and adaptability.  Seek volunteer opportunities that provide a learning opportunity for their futures.

Table 2: Adapted from various literature review sources

Research from the literature review served as a grounding theoretical perspective to understand motivation and retention of the interviewees in various generations. It was evident that generational influences did have a determining factor in the motivation and retention of volunteers across all ages represented in this sample. As one individual from Generation Y described: *In the past I have volunteered at a nursing home and that was for class work obviously.* An interviewee from Generation X noted: *I look for volunteer opportunities that will also kind of network with my professional career so I can build some connections out of there.* Or as a Boomer noted about her beginnings with

volunteering: *Well I could go way back in my volunteering experiences. It probably started in high school. I have always had an interest of working with people with disabilities.*

These quotes are just a few that highlight the importance of this research and better understand the motivational factors of volunteers of all ages. While it was discovered that there were many factors that influenced motivation and retention, it is clear that generational influences were amongst the reasons. To better understand just how important generational factors are to the work of volunteering, this research applies the grounding theoretical perspective to each generation via the transcripts to those interviewed for this research, as follows.

#### *What's Motivating Generation Y?*

While it was clear from all of the transcripts, volunteering and giving back to others in one form or another was central to each interviewee it became evident that even the most altruistic do have secondary motivations for their volunteerism. One Generation Y interviewee noted the importance of volunteering as a resume booster: *I was thinking of going into music history with a Masters and we thought that this experience doing whatever it is ... it has been a good way to get experience and get something on my resume.* Later in the interview, this interviewee again mentioned the important of volunteering as a way to build ones resume even noting: *I don't know in the past how much companies and other places looked at experience ... now days you can't get a job or anything they look at how many years of experience you have and have you done this and that.* Despite this, when asked what she thought motivated others of her generation

she noted: *I don't know I would like to think it's the same reason I do – to help other people – to share what God has given you with people who don't have that or need the help.* While it is clear that generational influences are central to the initial motivation of volunteers, it was apparent throughout the interviews that the human connection, a sense of altruism, and a desire to simply do good for one's community are central factor of retention across all generations.

#### *Is this going to be a skill I can transfer - Generation X*

If the interviews expressed the concept that Generation Y interviewees may be more motivated by volunteer opportunities that provided a learning opportunity for their future, the same was true for Generation X'ers. As noted by research in the literature review, individuals from Generation X have been said to seek opportunities that will transfer to not only their professional but personal lives as well. Noting the theory that those from Generation X seek innovation in all that they do, a secure work-life balance, and elimination of tasks, this grounding perspective could be witnessed in the interviews from Generation X. With regards to maintaining a work-life balance while still being able to share their talents with a community, one Generation X'er noted: *From my company, any time that I volunteer for, they pay for my time. So if it is during working hours I am reimbursed.* Another Generation X, when asked what if any incentives she was offered noted: *See I am not motivated by incentives.* Yet moments later in the interview she explained: *Stipends – if they throw a little bit of money at you, when you can cover mileage or whatever it is.* Also important to note is that this same interviewee recalled a paid position that she worked at as a volunteer experience: *I considered my*

years at (name of place) paid volunteer. Despite this, this interviewee when initially asked what volunteering meant to her explained: *Exchanging time and talents not for pay but for your community.* It was also interesting to note the generational perspective in interpretation of a volunteer experience, with the understanding that despite the small sample size, no other volunteers besides those in Generation X directly talked about receiving payment for their volunteer experiences.

### *Boomers – Loyalty and Personal Fulfillment*

While it was clear that the desire to find one's passion was a central motivating factor for the Boomers that were interviewed, it was also evident that both interviewees were actively parenting teenage children and therefore, their volunteering centered on volunteering in organizations that benefitted their children. As one Boomer noted: *My oldest is 20 so I guess I have been doing stuff for the schools for 15 years.* Another interviewee noted: *When I was young I was in (name of organization) ... I just thought it was great it just helped me grow and be more comfortable around people and I thought it would be great for my kids.* When asked about what brought them back to certain organizations outside of work with their children (both did volunteer in additional organizations outside of ones associated with their children), each expressed how the desire to master their work as volunteers was of great importance to them: *It is a job that needs to be done and that I know I can do.* Another noted: *I consider myself to be a total nonprofit person ... if everyone just did a little bit think of what we could accomplish.* In comparison to the two younger generations, the Boomers displayed their organizational loyalty, whether that be their time spent working at the school for so many years or



bringing their time, talent, and energy to organizations that they took part in as children through secondary participation via their children. It could also be argued that their motivation to volunteer for their children serves a secondary purpose of personal sense of satisfaction in almost a developmental sense for their children, thus adding an additional layer to the motivational factors that they already experiences.

### *Seniors – Keeping Themselves Busy*

Literature brings light to the theory that Seniors tend to volunteer simply to keep themselves busy. When asked why those from other generations volunteered, each generation (including the Seniors themselves) noted that they believed it was just something for Seniors to do. This appeared to be true for the Seniors who were interviewed for this research. As one Senior noted: *If you don't do something with your time, the days get too long. That's one of the reasons I am here talking to you!* Another noted: *I don't know it's fun ... when you work with volunteers you work with the grandest people that there are.* Also present in the interviews was the affirmation that volunteers in the Senior generation held a great sense of personal responsibility. As one noted: *People need to (volunteer). Festivals and music are not nice things, they are necessary, but that is why we are not cows or horses. There is a difference, animals need food and shelter but we need music and imagination and illusion ... if I can trigger imagination, who knows what will happen.* Another noted: *Oh yeah, because not enough people volunteer for these things. They'd rather sit at home and complain about what's going on than go and find out why it is going on.* The idea that being around other people was a main reason why Seniors returned to volunteer positions rang true time and time again

throughout the interviews. One volunteer noted several times that her interactions with people brought her back: *It's mainly just to be with other people.* Another interviewee also noted: *I like to see people happy and communicating by talking.*

While it is clear that all of the interviews revealed motivating factors that are ground in generational theory, it appeared that while generational factors do play a significant role in initial motivation of volunteers, traditional motivational theory better explains why volunteers stay with an organization following initial recruitment. While the importance of generational factors in initial motivation was highlighted, the importance of traditional motivational theory can be seen throughout the transcripts as described below.

### **Traditional Volunteer Motivational Theory**

#### *Traditional Motivational Theory*

The concept of people coming together to help one another, with no expectation for payment or reward seems to be central to the concept of humanity. As noted in the literature review, concepts of volunteerism were even central in Biblical texts saying, humankind shall “not (be) looking to your own interests but each of you to the interests of others” (New International Version, 1984), yet researchers have long studied what motivates individuals including why some are more giving than others. Theorists such as Maslow, Herzog, Franks, Markus, and Holmberg, Tulgan, Drucker, and McGregor have speculated why some individuals are more attuned to their communities and the concept of volunteering more so than others. These traditional theorists each express a unique

understanding of how best to motivate and retain volunteers in general versus seeking to understand motivation and retention factors of any specific generation.

Using these theorists and the concepts of traditional motivational theory as sensitizing concepts for this research, a consensus was soon evident that while generational influences may have impacted volunteer's motivation, the primary factors for volunteering fell within a traditional understanding. The importance of community, developing relationships with others, and obtaining a sense of satisfaction were hallmark to each interviewee's response. While many respondents also expressed that the exchange of time and talents without an expectation of direct incentive was central to the work that they did. Below is a synopsis of traditional motivational theory based on information from the literature review.

Maslow	Herzog, Franks, Markus, and Holmberg	Tulgan	Drucker	McGregor
When lower level needs are met (protection, food, shelter), individuals will seek to self actualize by doing good for others while in turn, doing good for themselves	"Volunteering provide(s) an opportunity ... to validate the self-perception that "I am competent" and to sustain self-esteem."	Creating an atmosphere of respect within a unified team that allows individuals to utilize their unique talents and abilities is a bigger motivator than money, hours, or economic benefits	Putting volunteers competence and knowledge to work in a volunteer setting is the a stronger incentive than any simple task or meaningless reward	Only teamwork, collaboration and working as a unified whole creates success

Table 3: Adapted from various literature sources.

*What does volunteering mean to you?*

In response to the very first question that was posed of each interviewee: What does volunteering mean to you, it was clear that while generational influence may have led the interviewees into their current position, they were motivated by more than resumes and stipends. Below is a synopsis of the interviewee's responses to the question, what does volunteering mean to you.

Seniors	Boomers	Generation X	Generation Y
<i>Originally it was because my mom was in the nursing home and I went to say the rosary but now that I have retired I just like to do it. Everybody is so happy to see you and I get more out of it than I think they do.</i>	<i>Probably a combination of things, not only giving back to the community or to places that need assistance but also kind of finding a passion for me, or for me it is. Even though I know it is good to give back and it gives others a lot. It is intrinsic and a passion for me. Something I want to do and a way I want to make an impact.</i>	<i>Exchanging time and talents not for pay but for your community, whatever you define that community as – town, neighbors, church.</i>	<i>Spending time doing something for other people. Something that you obviously don't get paid for. Something that you are passionate about. Something maybe a hobby type of thing.</i>
<i>When you measure a democracy to see how good it is, you count your volunteers. There are no volunteers in communism, the state dictates. Democracy is built on volunteers.</i>	<i>A sense of satisfaction, that I am helping someone or providing a service. It brings me satisfaction.</i>	<i>For me, it's giving back to the community obviously. It's also a source of networking for me as well and a way to build friendship and comradery with people, you know</i>	<i>It means using your talents and maybe your money or your time to help other people in some capacity. Whatever your talents may be and you don't get paid to do it, you do it to help other</i>

		<i>when you go and volunteer for organizations and go and see these people out, you have a bond.</i>	<i>people, other organizations.</i>
--	--	--	-------------------------------------

Table 4: Direct quotations from interviews

Reflecting on the responses from the initial question alone, it could be said that generational motivational factors are clearly not acting alone in one's desire to volunteer. In fact, altruism across the generations rings through each answer and continues throughout the interviews of all those involved. Even for those who expressed a significant amount of what this research would deem as generational motivation, these same interviewees expressed exactly what Maslow, Herzog, Franks, Markus, and Holmberg, Tulgan, Drucker, and McGregor saw as traditional theories of motivation. Volunteering may boost a resume, it may be something to fill one's time, and it may fill a desire for passion in one's life but at the core of volunteering rests the desire to self-actualize, to realize that one is competent, to create an atmosphere of respect, to put ones knowledge to use, and to collaborate as a team. As one interviewee notes: *There's nothing that I don't enjoy or I wouldn't do it.* Another notes: *I volunteered all my life ... it's fun.*

Throughout the research, it was clear that everyone who was being interviewed enjoyed what they did. Some spoke of things that they wish could be eliminated; long meetings on warm summer days, trying to balance work, life, and volunteering, or challenging personalities that were part of their organization. Yet despite these frustrations, these individuals kept coming back to the work of volunteering. Each felt a

connection with the organizations and the people that they volunteered for and felt that they were truly contributing to the greater good and were therefore leaving a lasting impact, as one volunteer noted: *democracy is built on volunteers.*

### *It's Fun!*

One could argue that generational influences are what draw people in, but it is the fun of volunteering that truly keeps people around. It was obvious throughout all of the interviews that each interviewee truly enjoyed the work that they were involved with. As one interviewee noted: *I just think that's just what you're supposed to do and it's like, why don't other people volunteer. They should want to do it, it is fun! You get to know your children's teachers and their friends and you learn about them, it's fun.* Another volunteer comments on the extensive hours he donates: *You work like dogs but you have fun too.* The same interviewee went on to highlight a life of volunteering: *It's fun, it's good. What you give you keep, what you hang on to you will lose. I am 73 and I have seen it a lot – people that wouldn't help me with stuff are in the rest homes, they aren't healthy – I should have been retired 15 years ago already but those that did are now old ducks.* From the youngest interviewee to the oldest, it was clear that everyone was enjoying themselves. Whether that was because of the people they surrounded themselves with or the contributions they were leaving, the fun side of volunteering is crucial to the retention of volunteers. While this seems obvious, too often volunteers can feel bogged down by overrun meetings and commitments that are beyond their capabilities. Therefore, it is important to note that while volunteers may all be motivated and seeking different outcomes to their experiences, at the heart of it all is the fun that is

had, while also potentially suggesting the need to minimize meeting times and tasks that certain volunteers don't enjoy.

### *Surrounded By Good People*

Yet another hallmark of traditional volunteer theory (Maslow, Herzog, Franks, Markus, Holmberg, Tulgan, Drucker, and McGregor) that rang true throughout the interviews was the importance of being surrounded by others in a bonding or team experience. As one interviewee noted: *There's a lot of good people, just an awful lot of wonderful people.* Another noted: *I enjoy the residents, I have gotten to know a lot of them quite well.* And finally: *It's a lasting connection with everyone you are doing it with and certainly the feeling that I am just giving back to the community and feeling that you have done something and made it a better place.* Again, while one could argue that generational influences initially motivated volunteers, it is the traditional factors that keep them coming back. Throughout the interviews, it was evident just how important the social aspect of volunteering was to the interviewees. While the literature did speak a bit to this, the importance of socialization to the volunteer role was not emphasized to the degree that the interviewees from this research suggested. This is incredibly important for volunteer coordinators to note with regards to retention. A friendly organization is a productive organization.

### *Giving Back – Recognition Via The Smile*

Most if not all of the interviewees emphasize the importance of having fun and being surrounded by good people in their volunteer experiences, but the reciprocity of

giving back also serves as one of the strongest incentives for retention of volunteers. As one interviewee noted: *When something great has happened and you know somebody received something because I was a part of it ... I just think it feels good and I am happy about it.* Yet another noted: *I mean it feels good to help other people. When you can make somebody else's life happier, someone else laugh, it is really rewarding for you too, to be able to help somebody else.* And another: *I think just to help out and see the joy in people's when I came to help them.* It did not matter which generation was asked, all spoke of the smile that they brought to another's face as one of the biggest things that brings them back to their work as volunteers. When we help others, we obviously help ourselves.

Also present in the interviews was the notion of volunteers following Drucker's organizational theory. As can be interpreted through the interviews, utilizing volunteer's competence and knowledge for work in a volunteer setting presents itself as a stronger incentive than any meaningless reward. As one interviewee noted: *I like to paint, I like to organize, I like to garden, I like to do physical stuff so if I had a passion and wanted to go in an area, I think that is probably where I would be best suited.* Another interviewee noted: *Well if I can help you give me a holler. If you need anything, if you break something, I have a welder.* And lastly another interviewee noted: *I don't really do finance work but I understand how money comes in and goes out so that aids me in that organization.* Being able to utilize one's individual talent is incredibly important to the retention of volunteers across all generations.



## **Discussion**

This study has given attention to just how generational theories on motivation and retention apply to non-profit, volunteer settings. This research sought to translate business literature to the non-profit community. This researcher sought to understand both what motivates volunteers across generations and what retains them throughout various service settings. While the data show the importance of generational theories, it more so focuses on how important the traditional theories of motivation are. Despite business literature emphasizing the importance of recognizing and incorporating generational needs, this research highlighted that for those interviewed, traditional needs such as belonging, spending time with others, and being able to contribute ones talents for the greater good are central to their commitment to an organization and to volunteering in general.

There are many reasons behind motivation, as Generation Y, who traditionally is seen as motivated by positions that can bolster their resumes can be compared to Generation X who uses volunteerism to network with other professionals. And while Boomers follow their passions and strive to mark their volunteer experiences with individualism, as Seniors volunteer because of their personal responsibility; each generation may have expressed what is considered generational factors. Despite this the central factor to what keeps all these volunteers around are positions that individuals feel they can succeed at, experiences where they are sharing their talents with others, and opportunities that allow for fun and interaction with others.

It may seem obvious that volunteers are seeking these types of opportunities however, too many times volunteer coordinators seem dumbfounded as to why they are

losing good volunteers. Too often, volunteer coordinators and professionals who oversee volunteerism don't consider the best fit for the individual and rather they simply try to fill an organizational spot. While these roles do need to be filled, based on the data, professionals would be wise to note that they need to encourage their volunteers to seek out positions on their own that they find engaging and productive. As one of the interviewees reflected on an experience where he left an organization: *I was president at the time and they wanted me to continue on with their advisory board and fundraising committee and it just was something that I struggled with ... so I had to politely say, this isn't a good fit for me.* To lose a volunteer who had so much history with an organization (this individual had been with this organization for over six years at the time he left) just highlights how volunteer coordinators dismiss the level of talent that they have within their reach. A matter of fit is central to one feeling that they are making an impact with an organization. Volunteers speak of intrinsic motivation however, one could argue that the motivation would not be there if they are not feeling intrinsically successful in the work that they are doing while volunteering.

Yet another point that seems quite obvious but is often overlooked is the involvement of fun within an organization. Throughout the interviews it was evident that the organizations that took the time to not only do the work of volunteering but allowed for interactions with each other, laughter, and play, were the organizations that retained volunteers. This could be noted several times as was described in the results above. The importance of a work-life balance may be especially important to Generation X'ers however the interviews could attest that it applies to all.

### *Summary of Findings*

This research began with the assumption that generational influences on motivation and retention that are found throughout business literature could be applied to volunteerism as well. In this study, perspectives from intergenerational motivation research as well as traditional motivation theory were identified and compared. The interviews identified what volunteering meant to them, any incentives they have received both intrinsic and extrinsic, and what keeps them coming back. While the assumption at the beginning of the research was generational factors such as resume building, networking for professional use, and asserting one's abilities were going to be central, the interviewees expressed a much more general reasoning for why they volunteered. As expressed above, the work of volunteering has more to do with meeting the needs of the volunteer through meaningful encounters and personal fulfillment along with the service that is so important to the communities that these volunteers are involved in, which came as a surprise to this researcher.

What was once assumed, that business literature would easily apply to the work of volunteering really did not match to the degree that this researcher expected. More so present were the traditional theories of motivation. While volunteer coordinators must be aware of the implications of differing generations within the organization, the standard of matching volunteers up with appropriate tasks and allowing a sense of teamwork to build are central to the retaining efforts.

### *Implications for Practice*

This research presents volunteer coordinators with a better understanding of managing and retaining volunteers. As the research highlighted, generational factors are present in this sample of individuals, however the traditional theories were highlighted as more beneficial to volunteer retention. Volunteer coordinators can take this information and can apply it to the work of their volunteers by being able to ask the questions that are necessary to understand what their volunteers want to get out of their experience. They can also utilize the information to target advertising to each generations unique motivating factors. For example, recruiters would be wise to advertise for resume building experiences when they want to target volunteers from Generation Y, or flexible but social volunteer opportunities for Seniors. Whether volunteer coordinators are working with no budgets or large budgets, targeted marketing can be utilized. It is also clear that following an initial recruitment, these volunteers will stay around if they feel appreciated, their tasks are matching up with their abilities, they are able to communicate with others and create lasting bonds, and they are having fun. While it may seem that not all opportunities can be fun all the time, this viewpoint is not necessarily true. As one of the interviewees noted, he leads Sentence to Serve crews and even for those who are on these crews, the expectation is often that the experience is a form of punishment and therefore can not be much fun. Despite this, the interviewee ensures that those who are volunteering around him are putting in the work but are also enjoying themselves and are rewarded by both praise and a meal for the work that they do. It should be noted that while one of the interviews was taking place, individuals who had volunteered alongside the interviewee for this research stopped by just to say hello and make sure that the

building that they helped create was still there. When professionals allow for that self-fulfillment, they will not only create lasting relationships themselves but they will have more productive volunteers that will remain with the organization for longer.

### *Limits of the Study*

Due to the small sample size of the study, this researcher was able to capture only a small account of volunteer's opinions and experience. It is possible that data discovered in this research contained themes that would not be as common with a larger sample size. Also, considering that all of the interviewees were from the southern Minnesota region, they are not as representative as could be possible. Also important to note is that because of the sampling strategy (snowball sampling), there were some cases where interviewees were volunteering at the same organization. Due to the open-ended questions, it is possible that the researcher's reaction to responses including follow up questions, may have influenced data therefore creating bias within the research.

This study was also limited in the sense that it was not as gender representative as possible. Considering that of the interviewees, only two were observed to be males, the results could have been skewed in terms of gender. Future studies may consider sampling and looking at volunteering across racial and economic strata.

Lastly, an inherent limit of the research is the fact that generations are not stable within themselves. Various literature contends differences in dates and time frames of each generation, while some argue that generations do not exist at all. While this research defined each generation based on the overall literature that was presented, it is nonetheless a limitation that no fixed definition of a generation exists.

### *Strengths of the Study*

As a qualitative study, the interviewees were given the opportunity to share their experiences freely. The open-ended nature of the research allowed individuals to explain themselves more so than some other methods. The interviewees were not provided questions prior to the interview and therefore, a strength of this study is the raw nature of the dialogue. Often times, interviewees were able to express and verbalize beyond the question answered as their thought process progressed, providing rich data for the research. While there were more reserved individuals, the majority of the respondents could be summarized as outgoing and outspoken, also benefitting the rich nature of the research. Another possible strength is the explicit link this research has to business literature. While business literature by Drucker was explored in the literature review, the connection between the non-profit sector and business community often overlaps, thus results from this study may have potential across disciplines.

### *Conclusion*

This study provided a greater understanding of motivation and retention factors in various non-profit settings that utilized a volunteer base. It provided additional understanding of an area of motivation that had not been studied before. While business literature is permeated with information regarding generational motivation, this research demonstrated an understanding of the implications thereof in a non-profit, volunteer setting. This research has provided readers with a better understanding of tools to motivate and retain individuals through a volunteer setting. Through this study, volunteer

coordinators can combine generational and traditional motivation theory to motivate and potentially retain a larger group of volunteers.

Further areas for future research may include charitable giving across generations, the importance of relationships within the volunteer role including an understanding of relational or social forces in the recruitment process, and also longitudinal research to determine if generational values are fixed or are more static and based on development patterns throughout the lifetime.

## References

- Anderson, K. (2003). Student volunteers: why hospitals must invent in their futures. *International Journal of Health Care Quality Assurance Incorporating Leadership in Health Services*, 16(2).
- Appelbaum, S., Serena, M., & Shaprio, B. (2005). Generation "X" and the boomers: An analysis of realities and myths. *Management Research News*, 28(1), 1-33.
- Attew, T. (2000). The human touch. *People Management*, 6(18), 59.
- Barraza, J. A. (2011). Positive emotional expectations predict volunteer outcomes for new volunteers. *Motiv Emot*, 35:211-219.
- Bolton, S. (2009). Career motivation theory: Generational differences and their impact on organizations. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses: Full Text (Publication No. AAT 3391445).
- Campbell and Company. (2008). Generational differences in charitable giving and in motivation for giving. *The Center on Philanthropy at Indiana University*  
<http://tens.org/docs/teaching-resources/Generational-Giving-Study.pdf>.
- Clare, C. (2009). Generational differences turning challenges into opportunities.



*Journal of Property Management*, 47(5), 40-43.

Drucker, P. F. (2001). *The essential Drucker*. Woburn, Massachusetts: Reed Educational and Professional Publishing.

Durkin, D. (2004). The generation gap: Managing today's multigenerational workforce. *Business NH Management*, 21(4), 25-27.

Fischer, L., Mueller, D., & Cooper, P. (1991). Older volunteers: A discussion of the Minnesota senior study. *The Gerontologist*, 31(2), 183-194.

Galiette-Skoglund, A. (2006). Do not forget about your volunteers: A qualitative analysis of factors influencing volunteer turnover. *National Association of Social Workers*, 31(3), 217-220.

Hammill, G. (2005). Mixing and managing four generations of employees. *Fairleigh Dickinson University Magazine*, 2(12). Retrieved June 22 2008 from [www.fdu.edu/newspubs](http://www.fdu.edu/newspubs).

Herzberg, F. (2003) One time more: How do you motivate employees? *Harvard Business Review*, 81(1), 86-97.

Herzog, A. R., Franks, M. M., Markus, H. R., Holmber D. (1998). Activities and well

being in older age: Effects of self-concept and educational attainment.

Psychology and Aging, 13, 179-185.

Hustinx, L., Lammertyn, F. (2003). Collective and reflective styles of volunteering: A sociological modernization perspective. *Voluntas*, 14, 167-187.

Independent Sector. (2006). Volunteering in the United States, 2006. Retrieved Feb. 7, 2007 from <http://www.bls.gov/news.release/volun.nr0.htm>

Jorgenson, B. (2003). Baby boomers, generation X, and generation Y: Policy implications for defense forces in the modern era. *Foresight*, 5, 41-49.

Kovacs, P., Black, B. (2000). Volunteerism and older adults. *Journal of Gerontological Social Work*, 32(4), 25-39.

Kupperschmidt, B. (2000). Multigenerational employees: Strategies for effective management. *Health Care Manager*, 19(1), 65-76.

Labor force statistics for the current population. (2007). United States Department of Labor Bureau of Statistics. Retrieved December 11, 2007, from <http://data.bls.gov/PDQ/outside.jsp?survey=1n>

Lancaster, L. C., Stillman, D. (2002). When generations collide: Who they are. Why

they clash. How to solve the generational puzzle at work. New York: Harper Collins.

Lee, D.L. (2007) Recruitment and retention of Generation X accountants: An analysis of motivation factors and their influence. Dissertation Abstracts International, 68(07). (UMI No. 3274580).

Lockwood, N. (2004). Leadership styles: Generational differences. *Society for Human Resource Management (SHRM)*, December 2004. Retrieved November 18, 2008 from [www.shrm.org](http://www.shrm.org)

Marotta, S., Nashman, H. (1998). The generation X college student and their motivation for community service. *College of Student Affairs Journal*, 17(2), 18-31.

Martin, C. A., Tulgan, B. (2002). *Managing the generation mix: From collision to collaboration*. Amherst, MA: HRD Press.

Miller, E. (2006). The effect of rewards, commitment, organizational climate, an work values on intentions to leave: Is there a difference among generations? University of New York. Retrieved June 13, 2008, from ProQuest database.

Monette, D. R., Sullivan, T. J., DeJong, C. R. (2011). *Applied social research: A tool for the human services*. Belmont, CA: Brooks/Cole.

Moody, A. (2007). Explaining and exploring generational differences by understanding commitment, employee satisfaction, and motivation. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses: Full Text (Publication No. 3298966).

Mori, A. (1990). Voluntary activity: A survey of public attitudes. Berkarpstead, U.K: Voluntary Action Research/The Volunteer Center.

National Center for Charitable Statistics (2009). Frequently asked questions. Retrieved August 16, 2011 from <http://nccs.urban.org/resources/faq.cfm>.

Phillips, L. C. (2005). The impact of functional congruence or incongruence of volunteer reward messages on task satisfaction. *Capella University*  
<http://www.drjimmirabella.com/dissertations/Dissertation-LauraPhillips.pdf>

Phillips, L. C., Phillips, M. H. (2010). Volunteer motivation and reward preference: An empirical study of volunteerism in a large, not-for-profit organization. *SAM Advanced Management Journal*, 12-39.

Piktialis, D. (2008). Generational Divides to increase innovation, creativity, and productivity. *Workspan*, 37-41.

Point of Light Foundation: Volunteer Center National Network. (2005). *Volunteer centers: A history of America*. Retrieved June 2011 from [www.handsonnetwork.org/resources/download/1420](http://www.handsonnetwork.org/resources/download/1420).

Tulgan, B. (1996). *Managing generation X: How to bring out the best in young talent*. New York: W. W. Norton and Co. Inc.

Wong, M., Gardiner, E., Lang, W., & Coulon, L. (2008). Generational differences in personality and motivation: Do they exist and what are the implications for the workplace? *Journal of Managerial Psychology*, 23(8), 878-890.

## Appendix A

### Interview Questions:

- 1). What does volunteering mean to you?
- 2). Please tell me about the organization you volunteer for.
- 3). How long have you been with the organization?
- 4). Please tell me about the work you do as a volunteer
- 5). What personal or professional experience did you bring to your work as a volunteer?
- 6). What led you to volunteering in this position, or positions in the past?
- 7). What incentives have you or do you receive from volunteering?
- 8). What do you enjoy most about volunteering, whether with this organization or in general?
- 9). What do you enjoy least about volunteering, whether with this organization or in general?
- 10). What keeps you coming back to this work?
- 11). What generation would you fall in? (Show chart)
- 12). What do you think motivates volunteers from generations other than your own/What do you notice about other generations?

## Appendix B

### CONSENT FORM

Please read this form and ask any questions you may have before agreeing to participate in the study.

Please keep a copy of this form for your records.

<b>Project Name</b>	Motivation and Retention Strategies of Volunteers Across Generations	<b>IRB Tracking Number</b>	288396-1
<b>General Information Statement about the study:</b>			
This study seeks to understand motivation and retention strategies for non-profit organizations. Volunteers and professionals will be interviewed as to how they were introduced to volunteer opportunities and what methods are found most helpful for retention rates.			
You are invited to participate in this research. You were selected as a possible participant for this study because: You have volunteered in a non-profit setting and represent a volunteer from one of the four dominant generations in the workforce today: Seniors, Boomers, Generation X, and Millennials, or because you are a professional that works to motivate and retain a volunteer base.			
Study is being conducted by:		Stephanie McCabe	
Research Advisor (if applicable):		David Roseborough, Ph.D., LICSW	
Department Affiliation:		Social Work	
<b>Background Information</b>			
The purpose of the study is:			
The purpose of this study is to increase awareness of age/generation specific motivation and retention strategies. Data collected from this study may also serve volunteer coordinators in creating age specific outreach tools for volunteer recruitment efforts.			
<b>Procedures</b>			
If you agree to be in the study, you will be asked to do the following: <i>State specifically what the subjects will be doing, including if they will be performing any tasks. Include any information about assignment to study groups, length of time for participation, frequency of procedures, audio taping, etc.</i>			
You will be asked to provide answers to ten questions about the work you have done at the non-profit you are affiliated with. You will be asked to reflect on what motivated you to initially volunteer and what efforts, if any, your organization has completed to ensure			

<p>your retention. Interviews are expected to last from 45 minutes to 1 hour. Interviews will be audio recorded and will be transcribed to electronic document files which will be stored electronically on a password protected computer for coding purposes.</p>
<p><b>Risks and Benefits of being in the study</b></p>
<p>The risks involved for participating in the study are:</p>
<p>Due to the nature of the questions, significant risk is not involved.</p>
<p>The direct benefits you will receive from participating in the study are:</p>
<p>There are no direct benefits from participating in this study.</p>
<p><b>Compensation</b></p>
<p>Details of compensation (if and when disbursement will occur and conditions of compensation) include:</p>
<p><i>Note:</i> In the event that this research activity results in an injury, treatment will be available, including first aid, emergency treatment and follow-up care as needed. Payment for any such treatment must be provided by you or your third party payer if any (such as health insurance, Medicare, etc.).</p>
<p>You will be given \$5 for your time.</p>
<p><b>Confidentiality</b></p>
<p>The records of this study will be kept confidential. In any sort of report published, information will not be provided that will make it possible to identify you in any way. The types of records, who will have access to records and when they will be destroyed as a result of this study include:</p>
<p>Information that is used in reports and is published will have all personally identifiable information taken out or minimized in a way to prevent you from being individually identified. Electronic copies of transcripts will be kept on this researcher's password protected computer. Audio files will be deleted directly after transcription and will in the mean-time be stored on a password protected electronic recording device.</p>
<p><b>Voluntary Nature of the Study</b></p>
<p>Your participation in this study is entirely voluntary. Your decision whether or not to participate will not affect your current or future relations with any cooperating agencies or institutions or the University of St. Thomas. If you decide to participate, you are free to withdraw at any time up to and until the date\time specified in the study. You are also free to skip any questions that may be asked unless there is an exception(s) to this rule listed below with its rationale for the exception(s).</p>
<p>If you should decide anytime during the interview or within 7 days past the interview that you would not like your data to be used in this study, any and all information gathered from the interview will be destroyed immediately. Should you chose to have your data eliminated you may contact this researcher Stephanie McCabe at 507-420-9243 or</p>



stephanie.mccabe@ymail.com. This contact information will also be included on a copy of the consent form you will be given for your records.			
Should you decide to withdraw, data collected about you		will NOT be used in the study	
<b>Contacts and Questions</b> You may contact any of the resources listed below with questions or concerns about the study.			
Researcher name	Stephanie McCabe		
Researcher email	mcca5005@stthomas.edu		
Researcher phone	507-420-9243		
Research Advisor name	David Roseborough		
Research Advisor email	djroseboroug@stthomas.edu		
Research Advisor phone	651.962.5804		
UST IRB Office	651.962.5341		
<b>Statement of Consent</b> I have read the above information. My questions have been answered to my satisfaction and I am at least 18 years old. I consent to participate in the study. By checking the electronic signature box, I am stating that I understand what is being asked of me and I give my full consent to participate in the study.			
Signature of Study Participant <input type="checkbox"/> <i>Electronic signature</i>		Date	
Print Name of Study Participant			
Signature of Parent or Guardian (if applicable) <input type="checkbox"/> <i>Electronic Signature</i>		Date	
Print Name of Parent or Guardian (if applicable)			
Signature of Researcher <input checked="" type="checkbox"/> <i>Electronic signature*</i>		Date	
Print Name of Researcher	Stephanie McCabe		

\*Electronic signatures certify that::

The signatory agrees that he or she is aware of the polities on research involving participants of the University of St. Thomas and will safeguard the rights, dignity and privacy of all participants.

- The information provided in this form is true and accurate.

- The principal investigator will seek and obtain prior approval from the UST IRB office for any substantive modification in the proposal, including but not limited to changes in cooperating investigators/agencies as well as changes in procedures.
- Unexpected or otherwise significant adverse events in the course of this study which may affect the risks and benefits to participation will be reported in writing to the UST IRB office and to the subjects.
- The research will not be initiated and subjects cannot be recruited until final approval is granted.